

# Trinity Church of England School



## Curriculum Policy

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>
<i>Sept 2021</i>	<i>Sept 2022</i>	<i>RMC</i>



LEARNING — LOVING — LIVING

# Curriculum Policy

## Content, Provision and Approach

At Trinity Lewisham we believe that all children are entitled to a broad, balanced & customised curriculum which is character driven, has reading, writing & mathematics at its core and provides a range of learning opportunities that help develop children's life-long love of learning. At Trinity we recognise the curriculum is the totality of a pupil's daily experience - lessons, events and routines beyond and outside the typical school day.

At Trinity our curriculum is planned to ensure that every child has the opportunity to develop:

- their cultural capital, social skills, intellectual knowledge, mental & spiritual wellbeing
- Positive resilient attitudes, healthy relationships and essential life and work skills.
- The ability to make informed choices, gaining experiences and developing responsibilities for their future.

At Trinity School we seek to

- Enable all pupils to reach the highest standards of attainment and progress
- Set challenging expectations of educational standards and achievement, acknowledging and challenging all forms of disadvantage and discrimination.
- Support all pupils with personalized progression pathways which are aspirational and achievable
- Increase the motivation, enthusiasm and engagement in learning by all pupils by making learning powerful & meaningful for them and related to the world of work
- Value individuals as members of our community, within a Christian setting
- Help pupils to become more independent and take greater ownership of their learning by providing them with wide and varied education experiences
- Develop their confidence and motivation to learn through the use of different teaching and learning methods
- Identify specific individual needs and ensure that with support & resourcing these needs are met in order to make progress
- Enable pupils to receive an education that will serve them well through & beyond their school experience
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
- Provide a rich and varied extra-curricular programme which challenges, motivates and enhances
- Run a wide range of educational trips and visits building on cultural capital

- Develop pupil's knowledge and appreciation of themselves and the world around them through our RSE programme and Worship programme

At Trinity in order to engage, inspire and motivate we actively seek out opportunities to make learning powerful & meaningful for the pupils. This is achieved in a number of ways, including:

- Making links across subjects for example in Flexi-days
- Identifying areas of interest to capture pupils' curiosity.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed weeks to encourage creativity and innovation.
- Connecting with the world of work through workplace visits, employer visits and inspirational talks from professionals from a variety of sectors
- Using the Trinity Character Charter to challenge pupils to work independently, to work with others and to seek opportunities beyond the classroom
- Incorporating local and national initiatives.
- Working with other schools and the local community including strong links with our local university Goldsmith's.

### **Teaching and Learning (see TL&A policy)**

At Trinity we use a variety of teaching styles to ensure that every child makes the optimum amount of progress. Lessons routinely use whole class teaching which involves teachers using open ended probing questions & visual stimuli to stimulate learning. This is followed by a period of learning during which pupils may work independently, in pairs or as groups. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil.

We achieve this in a variety of ways by:

- Setting challenging tasks to encourage thinking and to elicit a variety and depth of responses.
- Using scaffolding techniques where appropriate.
- Using stimulating materials and resources to promote interest.
- Using Teaching Assistants to support the work of individual children or groups of children.
- Using trips and visitors to further understanding.

### **Enhancing Teaching and Learning**

- At Trinity teaching staff are encouraged to capture pupil's interest and broaden their experiences through using trips and visitors in school.

- Pupil achievement is celebrated regularly through items in the newsletters, displays in classrooms and shared areas around the school and during worship time.
- A wide range of enriching experiences are planned within the curriculum to supplement & compliment the knowledge & understanding pupils have from lessons.
- Subject knowledge, learning skills and metacognition are linked to career paths and the world of work.
- A variety of approaches to trips and visitors, eg use of lecture style talk or workshop activity serves to engage all learners.

### **Curriculum design & planning**

Senior & subject leaders have carefully designed a curriculum which offers breath, balance and depth of learning for every child and group of learners in the school. The aim of the impact of our curriculum design will be high standards and outstanding progress in all subject areas and children demonstrating a deep level of understanding which they can use in a range of contexts.

Governors discussed the main curriculum priorities and agreed with SLT to revisit curriculum design every year to ensure that what we offer children is the very best it can be in our ever changing world and society. Subject leaders play an essential role in the design of our curriculum carefully organising the curriculum to ensure children have opportunities to revisit, practise and repeat learning which is essential to deep learning.

Our curriculum has raised standards in the core subject areas and led to a deeper level of learning due to our focus on depth and not merely coverage. Learners are enthused and inspired by the curriculum which has led to intellectual engagement and a deeper level of learning in all subject areas. We seek to ensure that every group of learners makes good or better than expected progress with especial attention paid to the progress and achievements of our HA & PP children. Subject leaders receive support from their line managers, SLT & external advisors to carry out their roles effectively including training, time and opportunities for subject specific professional development.

Subject leaders are experienced on key subject evaluations skills including lesson observation skills and work sampling. Careful monitoring of teaching and learning through lesson observations, work sampling and pupil voice surveys enables subject leaders to effectively evaluate their subject closely to identify strengths and areas for improvement. From this actions are planned and implemented and after giving time to embed the effectiveness of the improvements is evaluated and analysed.

## **Curriculum Depth**

Trinity's definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Our careful curriculum design and planning means that we build in many opportunities for repetition and practice opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child. Our curriculum is designed and planned to move the nature of children's thinking to a higher order deeper level of understanding rather than just acquiring new facts and knowledge.

## **Curriculum Balance**

Every child at Trinity should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on how they feel about themselves, so that they feel successful, confident and ready to tackle any challenge they may face. We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development. At Trinity we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development. We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported. Our full and rich curriculum, with its range of experiences, seeks to ensure that every pupil at Trinity School makes progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

## **Curriculum Breadth**

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with three key priorities underpinning every subject area. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Aspirations – Trinity pupils can at times lack the determination to succeed so we aim to provide experiences which show pupils the wide range of possibilities available for their future. Through the opportunities created during work experience, the Trinity Futures

fortnight, careers interviews etc pupils get to see first-hand the range of employment and careers available to them.

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which they belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life. Trinity has a positive climate for learning through a curriculum which is inspiring, challenging and exciting for all children. Opportunities for children to be intellectually engaged are carefully planned in to ensure children are motivated to learn and achieve a deeper level of understanding in all subject areas. A through school Character Education curriculum and Worship programme ensures that our ethos and values become an integral part of a child's learning at Trinity so that they reach their full potential academically, personally and spiritually. Opportunities are also provided for parents to become actively engaged and involved in the curriculum establishing a genuine learning partnership between home and school.

The taught curriculum at Trinity does not confuse performance with learning but sees the curriculum as knowledge structured as a narrative towards success. Subjects & Depts are building schemas of knowledge which will manifest itself indirectly, powerfully and critically, in future learning of other content. This means that schemes of learning are written & built by subject leaders who ask themselves questions about the direct and indirect manifestation of knowledge in their curriculum area such as for example -

- What difference does this learning in Year 7 make in Year 8?
- What learning is assessed in Year 7 and how will its fruits be seen in Year 7, Year 10, Year 11...?
- What are the strengths and deficits of individual Year 10 pieces of work in terms of the Year 9 or Year 7 knowledge that lies 'beneath' it?
- What difference do sections of the Year 7 schemes of learning make in combating pupil disadvantage?
- As a through school how is KS2 used at Trinity Primary to kick off KS3 and KS3 to KS4?
- What's the optimal sequence of lessons in different subjects – how does this add value to how the subject is taught?

In order to successfully address these questions all classroom teachers should be reading scholarship in their subject and discussing the impact of their reading regularly as a departmental activity. This continued connection with the academic discipline matters because

it builds substantive subject knowledge; renews & refines understanding of the disciplinary aspects of the subject;  
renews enthusiasm and passion for the subject and the ability to convey it.

Subject leaders at Trinity know that the work of planning in a subject is an ongoing work of recontextualising the discipline;

- that much subject-specific CPD is the collective ongoing work of recontextualising the discipline;
- that curriculum leaders need to read works by other teachers in their subject who have contributed to the collective recontextualisation
- that the academic discipline isn't just mediated by exam boards & textbooks but that it is the everyday professional and scholarly responsibility of the ordinary subject teacher, working with other subject teachers either directly or through publications;
- that the relationship between subject and discipline is different from subject to subject, and this affects planning & assessment.
- That the character, worship and extra-curricular curriculum meet the demands and challenges of the world we live in and is reviewed regularly to prepare young people to be citizens of the wider world.

At Trinity we encourage curriculum plans for Key Stage 3 which focus on ensuring teachers are developing the best possible historians, geographers and linguists regardless of the choices pupils make to continue their studies at GCSE. Subjects & Depts share schemes of learning at KS2 and KS3 between Trinity primary & secondary phases and will build continuity between Years 6 and 7 in order to ensure that the loss of learning during the summer holidays between phase transition is minimised. The English & Maths teams will identify gaps with literacy and numeracy early in KS3 and ensure this has a coordinated, cross-curricular approach putting actions in place to accelerate pupils learning to that of their peers.

Having taken the decision, supported by the staff and Governors to move to a 3 year KS4, it is recognised that subjects use flexibility in KS3 to make content as stimulating and horizon-widening as possible, to ensure pupils are motivated, and enjoy the subject.

At Trinity we recognise that it is not the length but the substance of the early foundation years that is important and we ensure pupils' curriculum experience in KS3 is of equal priority to that in other key stages. To make sense of and retain new information, pupils must have pre-existing knowledge to link to this new information and this is built into planning. We recognise that knowledge is generative (or 'sticky'), ie the more you know, the more easily you can learn. We share teaching approaches within departments to tackle common misconceptions among pupils. For knowledge to be retained, pupils need several different interactions to then store it in their long-term memories. Teachers at Trinity plan for learning rather than plan activities and steer away from teaching solely to the test.

Trinity's TL&A policy encourages departments to support pupils in transferring information from their working memory to long-term memory (where it is stored and retrieved). Departments are becoming familiar with cognitive load theory - our limited ability to process new information requires carefully-managed, gradual progression through material and school-wide CPD sessions share cognitive science research on retrieval practice, spacing and interleaving aid recall.

At Trinity curriculum decisions are linked to the school's vision, values & ethos documents and regular evaluations seek to improve our curriculum offer with all stakeholders. We involve pupils in reviewing aspects of the curriculum, for example level of challenge, successfully building on prior learning in Year 7 to inform Yr 8.

## **Reporting on Pupil Attainment/Target Setting**

At Trinity school all work carried out by the pupils is monitored and evaluated (see TL&A policy) and termly progress reports are made available to parents. Parents are invited to parents' evenings to discuss the progress of their child. Governors receive regular reports on pupil attainment and progress compared to national data and pupils' prior attainment. At Trinity all pupils are set aspirational target grades to aim for at the end of each academic year based on the Trinity flight path (see TL&A policy) taking into account pupil starting points from KS2 attainment & CAT test results upon arrival at Trinity. The school maintains comprehensive tracking data for all pupils through the use of 4Matrix and our data management company Co-Vue. This data is used to maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress and with this information we set targets to challenge and improve pupils' attainment. At Trinity we sample pupils' work in order to moderate & standardise pupils' levels of attainment and evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our school.

At Trinity we are aware of gender difference in our pupils' attainment. We analyse pupils' performance and develop strategies within our curriculum delivery to address imbalances where they occur.

Trinity recognises that pupils have individual special educational needs and we have a firm commitment to inclusive education. Trinity pupils may have a physical disability, cognitive or sensory impairment and/or be pupils who are academically more able for whom extra provision is required. All Trinitarians have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all pupils.

## **Academically Able Pupils**

At Trinity we have a commitment to meeting the needs of all pupils, including those with a high level of ability in one or more areas. It is our responsibility to maximise the skills, strengths and talents in all children, enabling them to reach their full potential.

Academically able pupils are recognised as having particular special needs and the curriculum will be extended to make it challenging and engaging for children who have been identified as being academically more able through the criteria & high learning potential policy. The co-ordinator for the provision for academically able identifies and produces a register of named pupils, promotes enrichment activities outside of the classroom, supports independent learning, liaises with parents of this group and raises the aspirations for all more able pupils. Links with local Independent schools provides opportunities for enhanced learning and enrichment such as a Latin course, Art workshops, Maths and Science master classes as well as access to a lecture series. The most able are supported in applying for scholarship and bursary places in Independent schools as well as applications to highly academic Sixth Forms and Grammar School Sixth Forms. They are well informed about progression routes, particularly in relation to the Russell Group of Universities and have the opportunity to visit an Oxbridge university.

## **Summary Statements**

At Trinity we are striving to develop a curriculum which helps all children to succeed in their academic and personal development.

We ensure that the content is relevant to the pupils, is purposeful & standards are at the centre of our curriculum planning and design.

The curriculum is evaluated rigorously and will be carefully managed to meet changing requirements. It has a broad impact across pupils' learning and wider personal development and well-being. Its scope and definition are not narrow. It is more than simply broad and balanced. It is coherent, imaginative and well-planned, building systematically on prior experience

Our curriculum strives to improve children's basic skills and attitudes to learning putting children at the centre of our curriculum design and we believe that personal, social and spiritual aspects of the curriculum are as important as academic aspects of the curriculum.

We are aware that planning an engaging curriculum is not enough to raise standards. We know what we want children to achieve as a result of the curriculum we provide.

The curriculum is customised to meet the changing needs of individuals and groups which will lead to improved standards and rates of progress for individuals and groups of children.